



Creek Bridge High

6641 South Highway 41

Marion,, SC 29574

Grades	6-12 Middle School	
Enrollment	397 Students	
Principal	Burnie L. Bell	843-362-3500
Superintendent	Everette M. Dean, Jr.	843-423-2891
Board Chair	McKeiver Williamson	843-423-6545

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	At-Risk	Good
2005	At-Risk	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

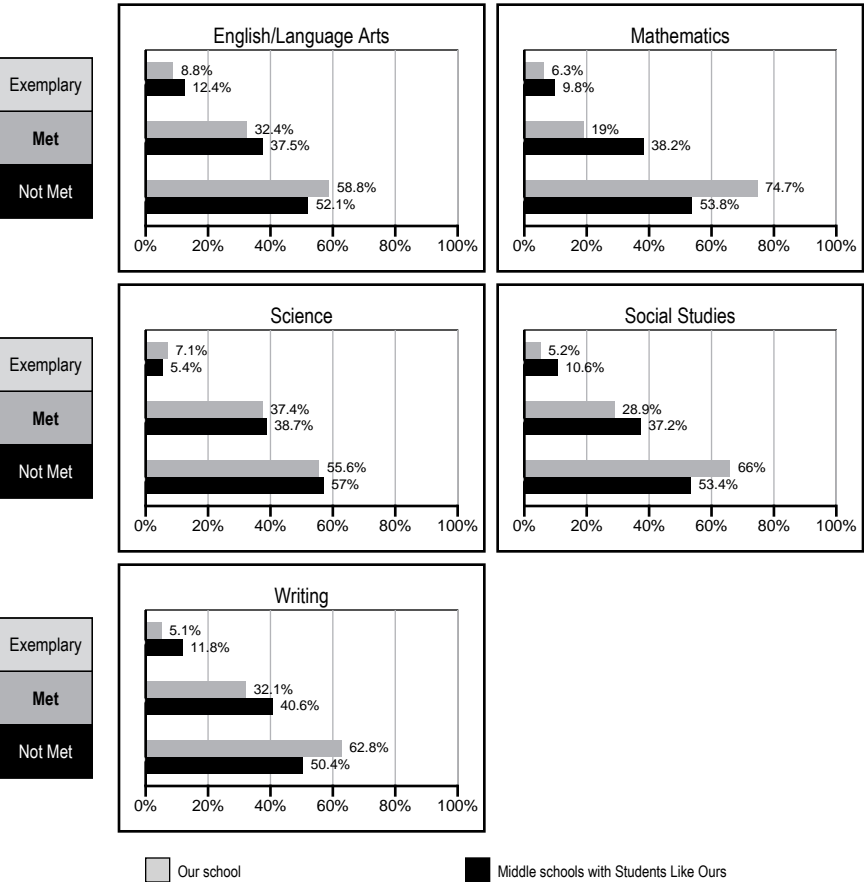
99.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	3	33	23

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	78.9%	85.6%
English 1	86.7%	82.4%
Physical Science	N/A	28.1%
US History and the Constitution	N/A	N/A
All Subjects	82.4%	84.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=397)				
Students enrolled in high school credit courses (grades 7 & 8)	16.4%	Up from 0.0%	16.4%	21.6%
Retention rate	2.6%	Down from 6.6%	2.3%	1.2%
Attendance rate	95.5%	Up from 94.6%	95.6%	95.9%
Eligible for gifted and talented	4.2%	Down from 4.7%	4.1%	14.8%
With disabilities other than speech	15.2%	Up from 13.9%	14.1%	12.6%
Older than usual for grade	11.3%	Down from 14.9%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.3%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	66.7%	Up from 62.9%	54.3%	56.9%
Continuing contract teachers	60.6%	Up from 57.1%	61.1%	72.7%
Teachers with emergency or provisional certificates	24.1%	Up from 22.2%	15.4%	5.3%
Teachers returning from previous year	82.1%	Up from 80.8%	76.0%	82.9%
Teacher attendance rate	95.0%	Down from 95.4%	94.9%	95.2%
Average teacher salary*	\$39,273	Up 2.3%	\$44,507	\$46,599
Professional development days/teacher	27.6 days	Up from 22.8 days	11.1 days	10.8 days
School				
Principal's years at school	37.0	Up from 36.0	2.0	3.0
Student-teacher ratio in core subjects	14.9 to 1	Down from 19.7 to 1	16.4 to 1	20.1 to 1
Prime instructional time	88.5%	Up from 87.7%	89.3%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.8%	95.9%	97.8%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$9,939	Down 2.5%	\$10,240	\$7,645
Percent of expenditures for instruction**	54.5%	Down from 56.0%	59.9%	63.4%
Percent of expenditures for teacher salaries**	44.9%	Down from 49.6%	54.1%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Creek Bridge High School is proud of its many accomplishments during the 2008-2009 school year. We continue to move forward academically, athletically, and socially. As a reward for our efforts, we received the Palmetto Gold Award for both "General Performance" and "Closing the Achievement Gap." We have made several additions to our school program to better serve our students, including a mental health counselor, Jobs for S.C. Graduates program, and GEAR-UP. We continue to implement the Education and Economic Development Act (EEDA), which is designed to increase student achievement, reduce dropouts, and better prepare students for post-secondary education and employment.

Our teachers continue to teach the content standards and emphasize reading and writing across-the-curriculum. The implementation of the Measures of Academic Progress (MAP) program has given teachers an assessment tool that provides periodic reports of students' strengths/needs in the areas of mathematics, reading, language usage, and science. In data teams, teachers analyze the MAP results and provide differentiated instruction to increase student achievement. We also have credit recovery using South Carolina Virtual School. Additionally, all ninth and sixth grade students received a laptop computer this year through the "iAm Laptop" and E2T2 initiatives to enhance instruction and support learning.

Creek Bridge High School supports a mathematics competition team and an entrepreneurship team. Athletically, we include boys and girls in a strong program of football, basketball, baseball, track, and cheerleading. We have a variety of school-sponsored functions and after-school activities to foster a well-rounded education for our students.

We face challenges as we continually seek ways to improve student achievement and home/school relationships. Our parents, students, teachers, and community members form a family focused on building and maintaining positive relationships. Our mission is to continue to prepare students to become lifelong learners and be able to compete in today's global society.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	53	28
Percent satisfied with learning environment	69.4%	81.1%	64.3%
Percent satisfied with social and physical environment	75.0%	73.6%	50.0%
Percent satisfied with school-home relations	44.4%	84.9%	70.4%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 8 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

NI

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	N/A		1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.9%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.9%	0.0%	No
Student attendance rate	95.5%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	161	99.4	58.4	34.4	7.1	52.6	62.7	82.8	No	Yes
Gender										
Male	79	98.7	62.7	30.7	6.7	49.3	57.8	79.3	N/A	N/A
Female	82	100	54.4	38	7.6	55.7	68.3	86.5	N/A	N/A
Racial/Ethnic Group										
White	14	100	50	35.7	14.3	57.1	59.4	89.5	I/S	I/S
African American	142	99.3	59.4	34.8	5.8	52.2	63.7	73.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	92.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	30	96.7	N/AV	N/AV	N/AV	3.6	25.8	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	149	99.3	61.3	32.4	6.3	50.7	61.2	75.5	No	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	161	99.4	76	19.5	4.5	42.2	53.5	78.9	No	Yes
Gender										
Male	79	98.7	78.7	14.7	6.7	37.3	47.8	77	N/A	N/A
Female	82	100	73.4	24.1	2.5	46.8	59.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	14	100	64.3	14.3	21.4	57.1	68.8	87.2	I/S	I/S
African American	142	99.3	77.5	19.6	2.9	39.9	51.5	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	30	96.7	N/AV	N/AV	N/AV	14.3	25.8	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	149	99.3	76.8	18.3	4.9	41.5	52.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	101	100	55.1	37.8	7.1	44.9	49.8	67.5
Gender								
Male	46	100	57.8	28.9	13.3	42.2	45.7	67
Female	55	100	52.8	45.3	1.9	47.2	54.2	68
Racial/Ethnic Group								
White	10	I/S	I/S	I/S	I/S	I/S	53.8	79.5
African American	89	100	55.2	41.4	3.4	44.8	49.7	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	13	100	N/AV	N/AV	N/AV	N/AV	12.8	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	59.6
Socio-Economic Status								
Subsided meals	94	100	56	37.4	6.6	44	48.6	55.1

Social Studies

All Students	101	100	66	28.9	5.2	34	54.8	72.3
Gender								
Male	49	100	57.4	31.9	10.6	42.6	57.1	71.5
Female	52	100	N/AV	N/AV	N/AV	26	52.1	73.2
Racial/Ethnic Group								
White	10	I/S	I/S	I/S	I/S	I/S	60	80.7
African American	88	100	67.4	30.2	2.3	32.6	54.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	20	100	N/AV	N/AV	N/AV	5	31	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	67.9
Socio-Economic Status								
Subsided meals	93	100	67.4	27	5.6	32.6	53.6	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	163	99.4	62.8	32.1	5.1	37.2	50	70.2	96.2	95.2
Gender										
Male	81	98.8	71.4	26	2.6	28.6	41.9	63.2	95.3	95
Female	82	100	54.4	38	7.6	45.6	58.7	77.5	97.1	95.5
Racial/Ethnic Group										
White	14	100	N/AV	N/AV	N/AV	42.9	53.3	79.1	93.8	92.3
African American	144	99.3	63.6	31.4	5	36.4	49.8	57.6	96.5	95.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	86.2	N/A	N/A
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	62.6	94.4	93.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	N/A
Disability Status										
Disabled	29	100	N/AV	N/AV	N/AV	N/AV	15.5	26.1	94.6	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	75.9
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	61.2	86.8	93.4
Socio-Economic Status										
Subsidized meals	150	99.3	63.9	30.6	5.6	36.1	49.1	58.9	96.1	95.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	45	100	70.7	19.5	9.8	29.3
	7	42	100	39	53.7	7.3	61
	8	74	98.7	62.5	31.9	5.6	37.5
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	45	100	78	17.1	4.9	22
	7	42	100	61	29.3	9.8	39
	8	74	98.7	83.3	15.3	1.4	16.7
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	22	100	N/AV	N/AV	N/AV	30
	7	42	100	34.1	53.7	12.2	65.9
	8	37	100	70.3	24.3	5.4	29.7
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	23	100	N/AV	N/AV	N/AV	28.6
	7	42	100	63.4	29.3	7.3	36.6
	8	36	100	65.7	28.6	5.7	34.3
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	46	100	N/AV	N/AV	N/AV	23.8
	7	49	100	56.3	39.6	4.2	43.8
	8	68	98.5	59.1	31.8	9.1	40.9

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample